



## *Integrated Monitoring Results* *Performance Period April 2004-June 2004*

### Introduction

With the second full year of implementation of Internal Reviews, the State moved closer to realizing an internally-driven and sustainable system for examining its performance in serving youth with special needs. This system is integrated across the Departments of Education and Health, and has established operational procedures and reporting structures that allow for systematic review of performance data and management of improvements. In July, the State held a retreat for the purposes of evaluating various aspects of its interagency accountability system, of which Internal Reviews are an integral part. Presented in this report are analyses of data from the second year of implementation of reviews, a description of the interagency accountability system, and discussion of planned activities for the coming year.

### Findings for the Year

Displayed below are the overall results of complex-based Internal Reviews for the 2003-2004 school year (fiscal year 2004). Also displayed for comparison are the Internal Review results for the previous year (fiscal year 2003). As can be seen, a total 609 youth were reviewed during the year. System performance was found to be acceptable for 93% of those reviewed, a slight increase over last fiscal year's finding of the system performing acceptably well for 91% of youth. Statewide in fiscal year 2004, 94% of children and youth reviewed were found to have overall acceptable child status, which reflects the same results as the previous year.

**FY 2004 n=609**  
**FY 2003 n=539**

Test Outcome 1:	Test Outcome 2:	FY 2004 93% (n=565)	FY 2003 91% (n=489)
+ Child + System Performance	- Child + System Performance		
<b>FY 2004 89% (n=541)</b> <b>FY 2003 87% (n=466)</b>	<b>FY 2004 4% (n=24)</b> <b>FY 2003 4% (n=23)</b>		
Test Outcome 3:	Test Outcome 4:		
+ Child - System Performance	- Child - System Performance		
<b>FY 2004 5% (n=29)</b> <b>FY 2003 7% (n=40)</b>	<b>FY 2004 2% (n=15)</b> <b>FY 2003 2% (n=10)</b>		

**FY 2004 94%**  
**(n=570)**  
**FY 2003 94%**  
**(n=506)**

Table 1. School Year 2003-2004 Internal Review Results (Fiscal Year 2004)

As discussed in last quarter's report, the overall performance goal for system performance of 85% or better for each complex was met for thirty-seven of the forty-one complexes, or 90%.

Across the indicators of child status, youth were found to be doing well in all domains, although there was variability at the complex level. Only the Stability indicator fell below the desired range in the statewide averages, with 83% of youth reviewed having acceptable stability in their home and/or educational settings. There were no areas of concern in the Statewide average across system performance indicators, while again, there was variable performance among the complexes. Please see the previous Integrated Performance Monitoring quarterly reports issued throughout the school year for a full description performance for the complexes. Table 2 displays the statewide averages for Child Status and System Performance for fiscal year 2004.

Table 2. School Year 2003-2004 (Fiscal Year 2004) Internal Review Results for Child Status and System Performance

INDICATORS OF CURRENT CHILD STATUS	STATE AVERAGE	INDICATORS OF CURRENT SYSTEM PERFORMANCE	STATE AVERAGE
Learning Progress	89	Child/Family Participation	95
Responsible Behavior	88	Functioning Service Team	92
Safety (of the child)	94	Focal Concerns Identified	90
Stability	83	Functional Assessments	91
Physical Well-Being	98	<b>OVERALL UNDERSTANDING</b>	<b>94</b>
Emotional Well-Being	92	Focal Concerns Addressed	89
Caregiver Functioning	92	Long Term Guiding View	87
Home Community (LRE)	95	Unity of Effort Across Agencies	86
Satisfaction	93	Individual Design/Good Fit	93
<b>OVERALL CHILD STATUS</b>	<b>94</b>	Contingency Plan (Safety/Health)	92
		<b>OVERALL PLANNING</b>	<b>90</b>
		Resource Availability for Implementation	93
		Timely Implementation	91
		Adequate Service Intensity	90
		Coordination of Services	90
		Caregiver Supports	96
		Urgent Response	94
		<b>OVERALL IMPLEMENTATION</b>	<b>93</b>
		Focal Situation Change	90
		Academic Achievement	87
		Risk Reduction	93
		Successful Transitions	92
		Parent Satisfaction	94
		Problem Solving	87
		<b>OVERALL RESULTS</b>	<b>92</b>
		<b>OVERALL PERFORMANCE</b>	<b>93</b>

## Internal Reviews and Local-level Quality Assurance Practices

State-level managers representing the Department of Education and the Child and Adolescent Mental Health Division conducted a retreat targeted at evaluating and recommending refinements to the interagency accountability systems for assuring quality services for youth with special needs. The retreat included arriving at common descriptions of the flow for reporting quality data and managing quality improvement within and across the departments. The retreat concluded that there is variable understanding across areas regarding the structure and expectations of the accountability system, and this is impacting the quality and consistency of implementation. These systems are relatively new, having been established over the last year. Clear distinctions need to be made, such as understanding the difference between Peer Review and Quality Assurance, and how Internal Reviews fit into the overall system for accountability. Training is under design to address these issues.

Participants used the diagrams in Figures 1 and 2 to describe the flow of system reporting and the relationships between the internal and interagency accountability systems. Figure 1 shows how quality data flows within each department from the operational to leadership levels. Accountability for performance management is situated at the various levels of reporting. Performance data are reported to stakeholders quarterly in this report, the Integrated Performance Monitoring Report. It is important to describe this structure to assure that reporting is systematic and to illustrate how information, and accountability moves from one level to another.

Figure 1. Flow of Reporting: DOE and CAMHD

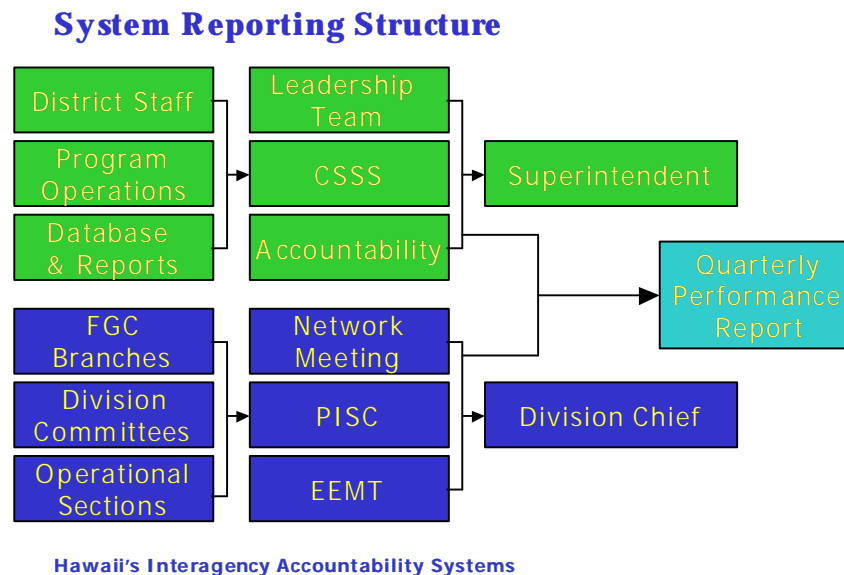
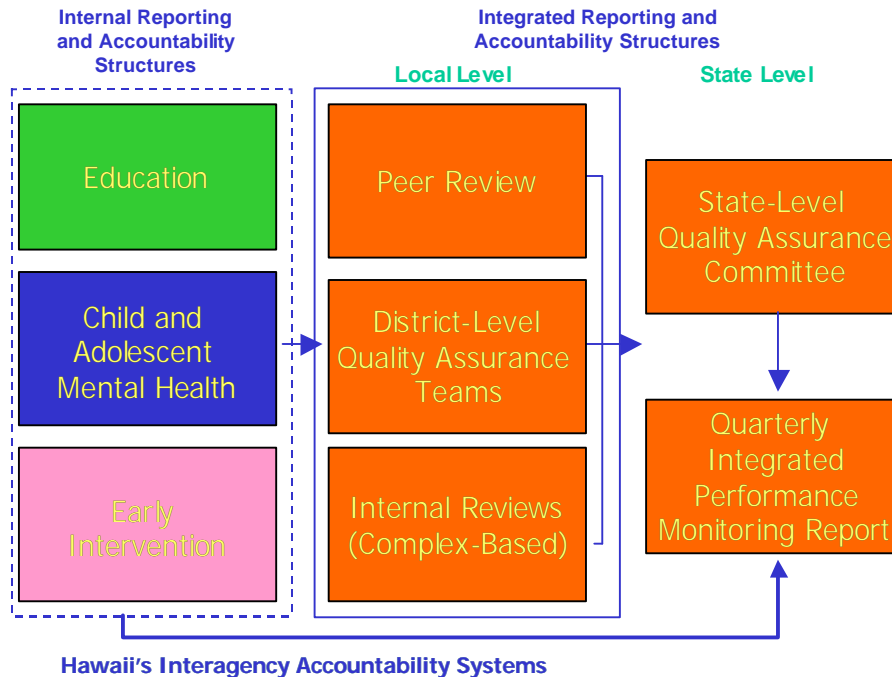


Figure 2 describes the relationship between data/reporting functions and the core elements of the integrated accountability system. Again, there are internal mechanisms for reporting performance within the Departments. Review of performance data and trend analysis occurs at the local level through the District-level Quality Assurance (QA) Teams. Included in the systematic review of performance data are aggregate peer review

data and Internal Review Findings. A core function of the District-level QA Teams are to monitor quality improvements implemented as a result of data findings, and to identify barriers to effective service delivery and results for youth. The State-level QA Committee similarly monitors statewide trends and systemic performance issues. It studies and responds to issues that are referred from the local level, and makes specific programmatic or policy recommendations.

Figure 2. Internal and Integrated Reporting and Accountability at the State and Local Levels



Training to review the accountability structures, practice expectations, and quality improvement principles has been scheduled for September 2004. The training will be provided for Complex Area Superintendents, School-based Behavioral Health District Educational Specialists, and Family Guidance Center Branch Chiefs. A purpose of the session will be to allow planning for refining current QA practices, and to share best practices across sites. Departmental leadership will also have an opportunity to share their support and commitments to Hawaii's developing interagency accountability systems.

Figures 3 and 4 display the current categories of Performance Measures tracked by CAMHD and DOE. As can be seen, measures across indicators of adequate service infrastructure and quality service delivery are tracked. The measures represent quality management activities and initiatives in the Departments.

Figure 3. CAMHD Statewide Performance Measures

<b><u>Personnel</u></b> Positions Filled Caseload	<b><u>Service Planning</u></b> CSP Timeliness CSP Quality	<b><u>Quality Monitoring</u></b> Internal Reviews Provider Reviews
<b><u>Fiscal</u></b> Timely Provider Payment Within Quarterly Budget	<b><u>Service Access</u></b> Service Gaps Service Mismatches	<b><u>Child Status</u></b> CAFAS & CBCL Case-Based Reviews
<b><u>Infrastructure</u></b> FGC, Central Office, & Committee Performance	<b><u>Service Environment</u></b> In-State In-home	<b><u>Stakeholder Concerns</u></b> Complaints Satisfaction

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Figure 4. DOE Statewide Performance Measures

<b><u>Infrastructure</u></b> <b><u>Personnel</u></b> Qualified Staff Hired Caseload	<b><u>Service Delivery</u></b> <b><u>Service Planning</u></b> Evaluation Timeliness FBA - BSP Congruence	<b><u>Quality Monitoring</u></b> <b><u>System Performance</u></b> Internal Reviews Quality Assurance
<b><u>Fiscal</u></b> Within Quarterly Budget Average Cost per	<b><u>Service Access</u></b> Service Gaps Utilization Trends	<b><u>Child Status</u></b> Behavioral Academic
<b><u>Data Management</u></b> Accurate Administrative Usage	<b><u>Service Environment</u></b> LRE Evidence Based Practice	<b><u>Stakeholder Concerns</u></b> Complaints Parent Organizations

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## Improvement Initiatives for Fiscal Year 2005

In addition to energizing and refining the QA systems as described above, several other improvement initiatives are under discussion:

- Based on multiple sources of data and special studies conducted by the State-level QA Committee, two areas of improvement in the practice/programmatic area: 1) utilization of community-based instruction programs and 2) managing effective transitions for youth at all levels.
- The State-level QA Committee has elected to conduct interagency reviews of any student that is determined to need treatment in an out-of-state setting to analyze decision-making efficacy.
- Engagement of other child-serving agencies in the interagency QA processes is seen as a high priority. A plan for inviting the other agencies and family/community organizations to participate was developed and full engagement is expected to occur over the next year.